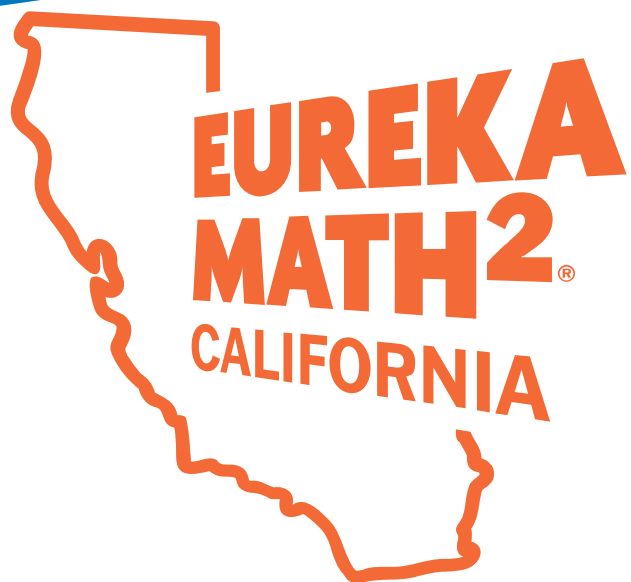




GRADES K-ALGEBRA 1

Data and Differentiation



Deeper Thinking.
Greater Growth.

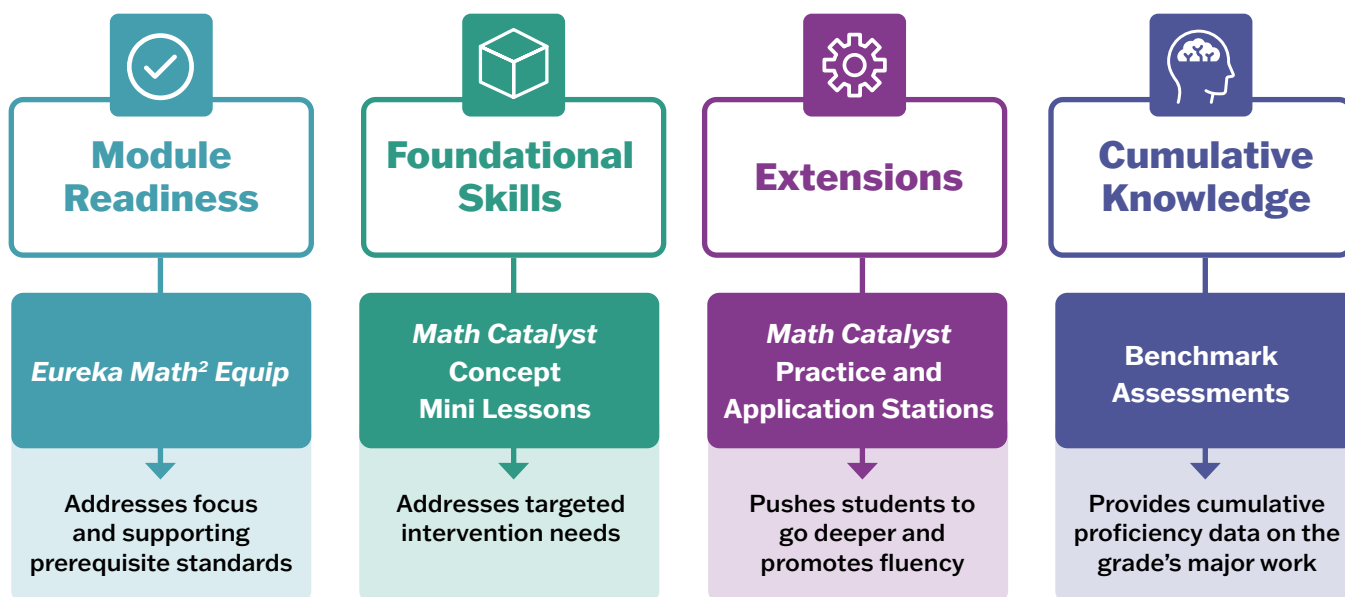


Data and Differentiation

A Flexible System for Turning Assessment into Action

Eureka Math² California assessments are simple and flexible pathways that reflect classroom realities and respect teacher expertise. With *Eureka Math² Equip*[®], *Math Catalyst*[™], and Benchmark Assessments, teachers can collect data, monitor progress, and respond with targeted instruction.

Pathways to...



- ***Eureka Math² Equip*** diagnoses readiness by assessing key foundational prerequisites for upcoming modules.
- ***Math Catalyst*** delivers targeted intervention support aligned with concepts for grades K–5.
- **Benchmark Assessments** provide a cumulative view of proficiency and knowledge development over time.

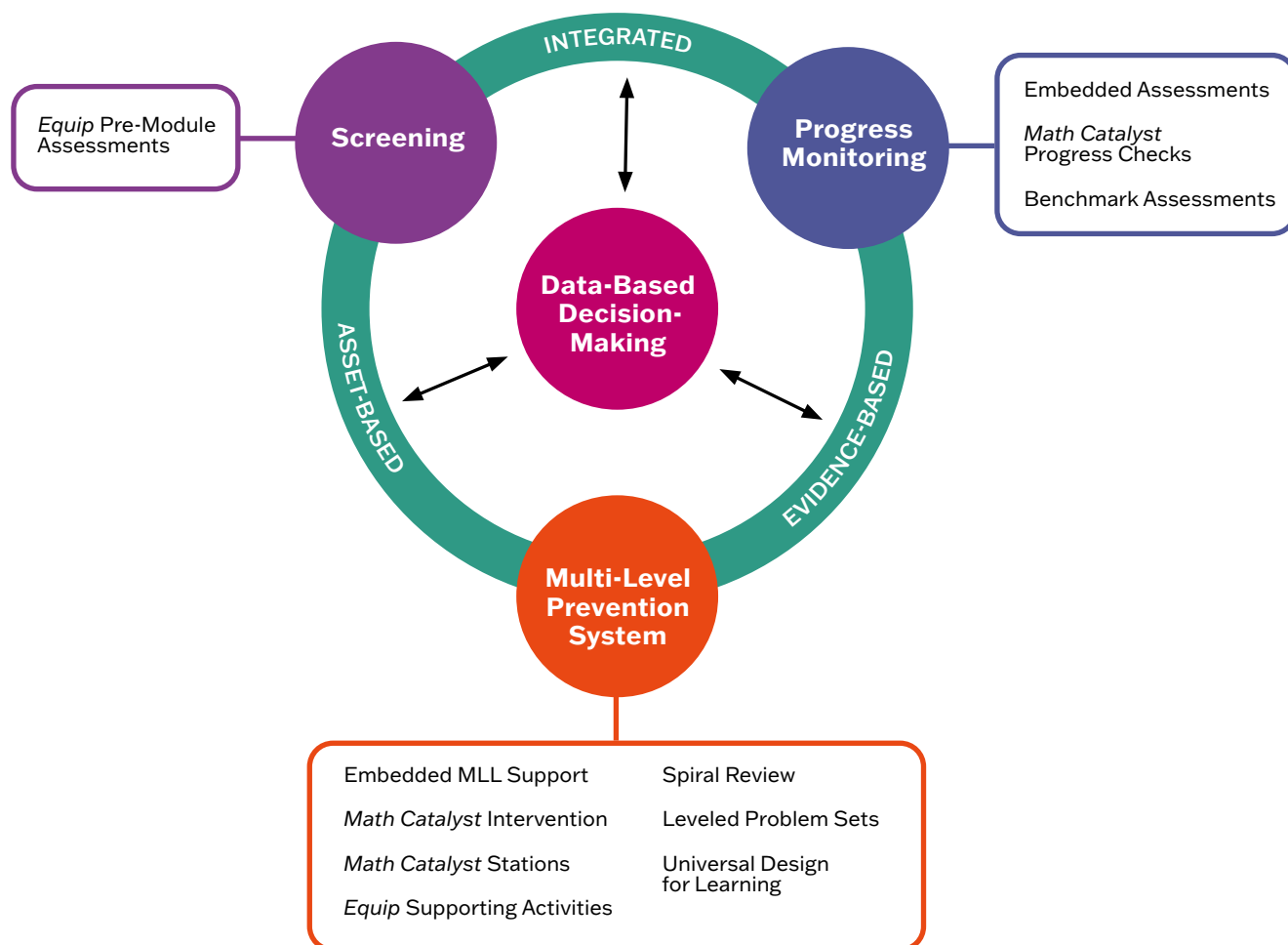
Collectively, these pathways create a connected approach to readiness, progress monitoring, and responsive instruction, empowering teachers to put every student on a path to mastery.

Multi-Tiered System of Supports

A strong Multi-Tiered System of Supports (MTSS) requires actionable data and high-quality instruction for every student. To have a successful MTSS implementation, schools need a flexible system that connects assessment results with consistent instructional practices across grade levels and aligns core curriculum with evidence-based intervention materials.

Eureka Math² California assessments provide timely, standards-aligned data that helps educators identify learning needs and make informed instructional decisions.

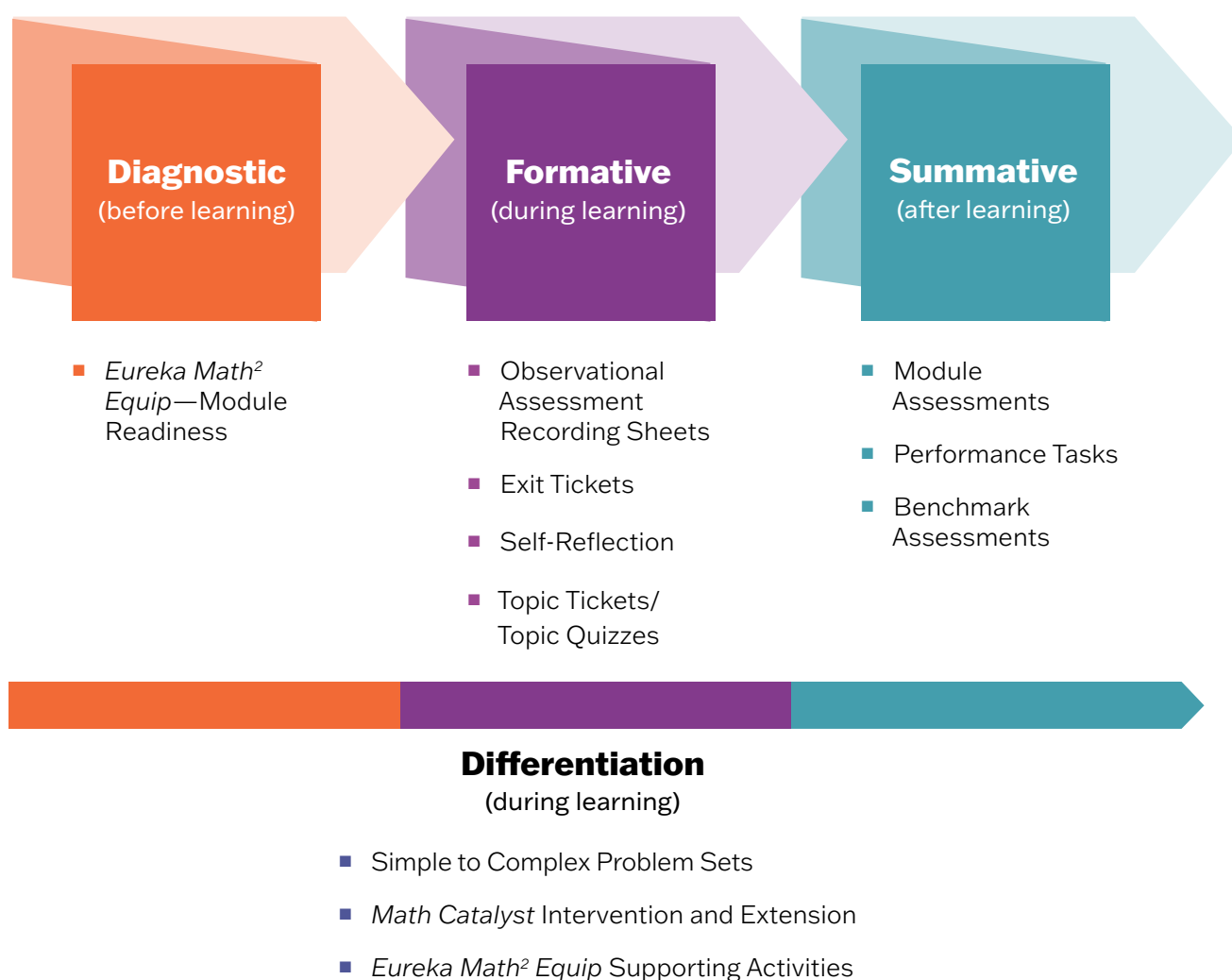
Eureka Math² California Alignment with the MTSS Framework



Assessment Overview

Eureka Math² California assessments are designed to strengthen instruction, clarify the most meaningful outcomes of learning, and provide teachers with actionable, trustworthy data. Assessment is an integral part of the coherent *Eureka Math² California* curriculum, elevating and contributing to instructional goals for all students.

Assessment Journey





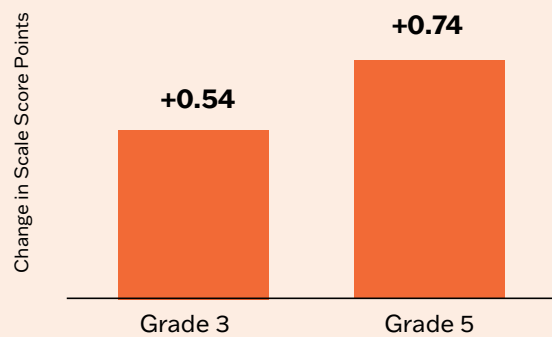
Evidence of Impact on Student Achievement

A University of Southern California–conducted study found that schools using *Eureka Math*² saw statistically significant gains in state assessment math scores compared to similar non-adopting schools.

Achievement gains were observed in Grades 3 and 5 and strengthened with continued implementation.

*Eureka Math*² Improves Student Achievement*

Compared to Similar Non-Adopting Schools



Source: Silver, D., & Polikoff, M. S. (2024). *Eureka Math*² Efficacy Study. University of Southern California. Study meets ESSA Tier II standards.

*As measured on state assessments

Insight into Student Understanding

To make assessment meaningful, *Eureka Math*² California provides clear expectations and clear evidence of the learning journey through Achievement Descriptors and Proficiency Indicators.

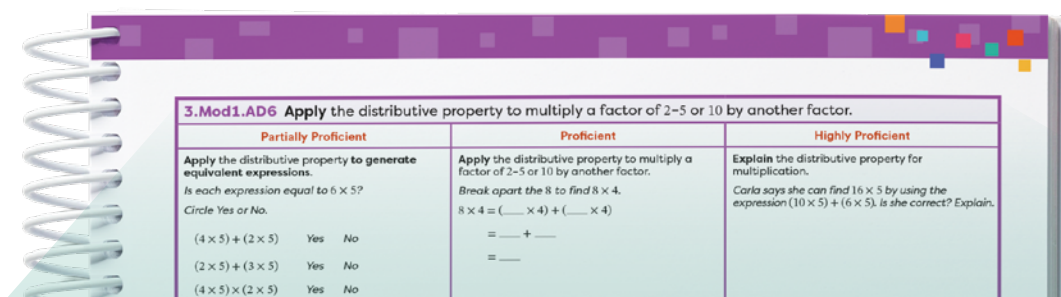
A Achievement Descriptors— Defining What Students Should Know

Achievement Descriptors make standards-based instruction clear, accessible, and actionable. This coherence ensures teachers understand exactly what proficiency looks like for the lesson or module.

B Proficiency Indicators— Measuring How Deeply Students Understand

Proficiency Indicators interpret levels of understanding, giving teachers insight into how fully students demonstrate grade-level standards.

Together, Achievement Descriptors and Proficiency Indicators make student understanding visible and turn assessment into meaningful insight into what students understand and how deeply they understand it.



A

B

3.Mod1.AD6
Apply the distributive property to multiply a factor of 2–5 or 10 by another factor.

RELATED CA CCSSM

3.OA.B.5
Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

² Students need not use formal terms for these properties.

Partially Proficient	Proficient	Highly Proficient
Apply the distributive property to generate equivalent expressions. Is each expression equal to 6×5? Circle Yes or No. $(4 \times 5) + (2 \times 5)$ Yes No $(2 \times 5) + (3 \times 5)$ Yes No $(4 \times 5) \times (2 \times 5)$ Yes No $(5 \times 5) + (1 \times 5)$ Yes No	Apply the distributive property to multiply a factor of 2–5 or 10 by another factor. Break apart the 8 to find 8×4. $8 \times 4 = (\underline{\hspace{1cm}} \times 4) + (\underline{\hspace{1cm}} \times 4)$ $= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$ $= \underline{\hspace{1cm}}$	Explain the distributive property for multiplication. Carla says she can find 16×5 by using the expression $(10 \times 5) + (6 \times 5)$. Is she correct? Explain.

RELATED CA CCSSM

3.OA.B.5 Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

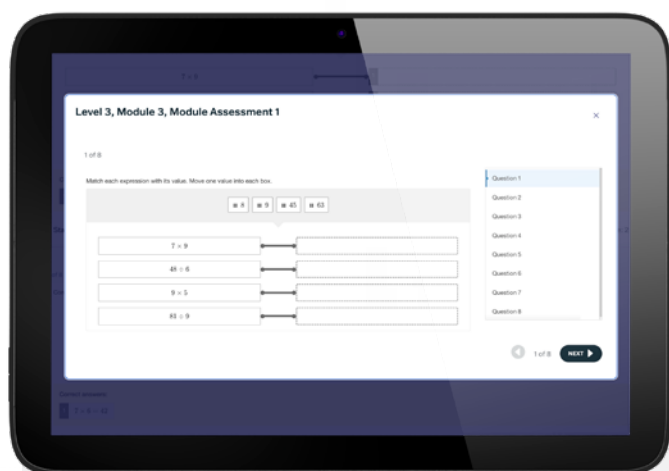
² Students need not use formal terms for these properties.

Data-Rich Digital Platform

The Great Minds® digital platform delivers assessments that maintain coherence with *Eureka Math*² *California* representations and models. With automated scoring, embedded accommodations, and visual reports, the digital platform provides the data to support classroom expertise.

Digital Tools for Teachers

Teachers can distribute assignments, assign and score assessments, monitor progress, and analyze student data within the platform. Reports provide clear visibility into class performance, individual student results, and progress against standards and Achievement Descriptors. These descriptive, actionable reports can support responsive instruction and inform next steps.



Digital Access for Students

Students can easily launch digital assessments during class and engage with a suite of interactive, technology-enhanced item types. Drag-and-drop tools, graphing features, equation builders, and constructed response items allow students to practice the question types found on state assessments.

Prepping for New Learning

Measure Prerequisite Skills with *Eureka Math² Equip*

Before the learning begins, diagnostic assessment powered by *Eureka Math² Equip* supports teachers with a clear understanding of students' foundational knowledge for upcoming modules.

- Pre-Module Assessments measure prerequisite skills needed for the upcoming module
- Robust reporting with recommendations for grouping
- Just-in-time supporting activities to help students access core grade-level instruction
- Available for Grades 1–Algebra I in English and Spanish
- Available digitally and as PDFs for download

EUREKA MATH² EQUIP: California Edition 4 • M1 • Pre-Module Assessment

Pre-Module Assessment

Name _____ Date _____

1. Which choices are equivalent to 315? Choose the **two** correct answers.

A. 3 hundreds 1 ten 5 ones
 B. 1 hundred 3 tens 5 ones
 C. 5 hundreds 3 tens 1 one
 D. 3 hundreds 15 ones
 E. 3 hundreds 15 tens
 F. 315 hundreds

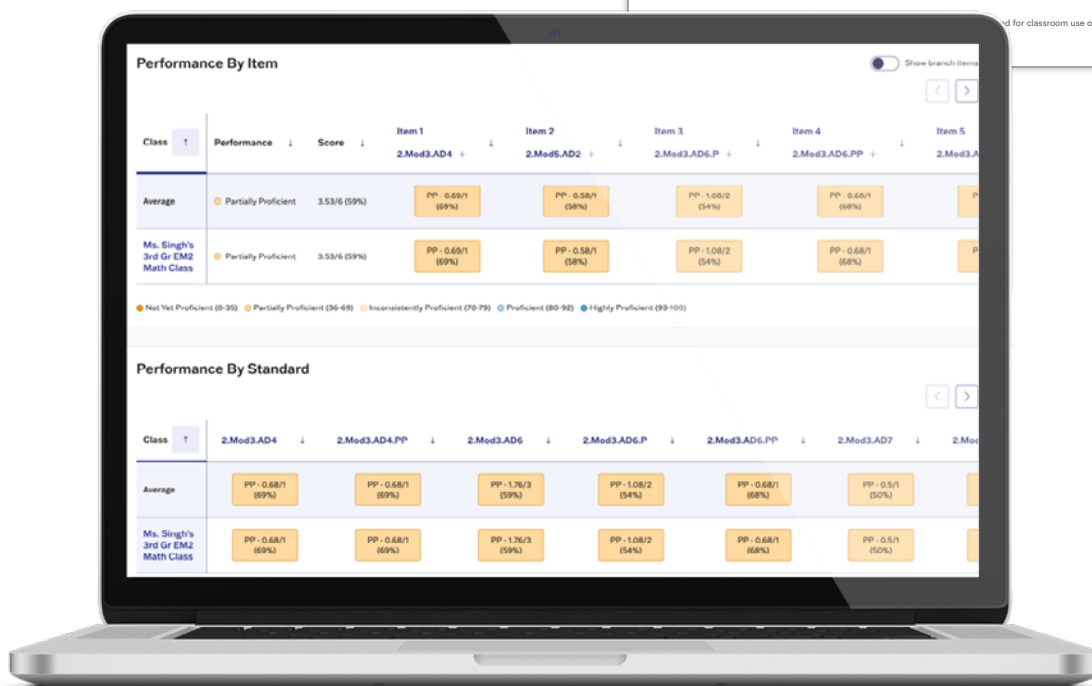
2. Complete the table. Write one of the given answer choices in each box.

Standard Form	Expanded Form	Word Form
		one hundred nine
191		

Answer Choices

109	$100 + 90 + 1$	$1 + 9 + 1$	one hundred ninety-one
190	$100 + 9 + 1$	$10 + 9$	one hundred nineteen
199	$100 + 9$	$1 + 9$	one hundred ninety

and for classroom use only. 1



Formative Assessment During Learning

All *Eureka Math*² California assessments are formative in nature, designed to monitor progress and inform instruction so teachers can make real-time course corrections to support grade-level proficiency.

Observational Recording Sheets include checklists to assess, reflect, and respond to student progress on learning goals within each topic.

- 1 per topic for all grades
- Available in the *Teach* book

Exit Tickets assess proficiency for each lesson and include a self-reflection so students can think critically about their understanding and progress.

- 1 per lesson for Grade 1–Algebra I
- Available in the *Learn* book

Topic Tickets and Topic Quizzes measure proficiency at the topic level and include Sample Solutions within the *Teach* book to better understand expected student responses.

- 1 per topic for Grades 1–2
- 3 analogous versions per topic for Grades 3–Algebra I
- Available for download and to take digitally for Grades 1–Algebra I
- May also be used as a summative assessment

The image displays three sample assessment forms from the Eureka Math² California curriculum.

Observational Assessment Recording Sheet: This form is for Grade 3 Module 1 Topic A, focusing on Multiplication and Division with Units of 2, 3, 4, 5, and 10. It includes a table with columns for Standards, Achievement Descriptors, and Dates and Details of Observations. The Achievement Descriptors section includes the standard 3.OA.A.1 and a note about the exclusion of multiplication situations from an expression, equation, or model.

EXIT TICKET: This form is for Topic A, Lesson 2. It includes a self-reflection statement: "I can represent equal groups with a multiplication equation." Below this, there are four groups of hands, each with 10 fingers, and a question asking how many groups of 10 fingers there are. The form also includes a section for fill-in-the-blanks to show the total and a section for fill-in-the-blanks to match the picture.

Topic Quiz A: This form is for Topic A. It includes a section for fill-in-the-blanks to show the total and a section for fill-in-the-blanks to match the picture. The form also includes a section for fill-in-the-blanks to show the total and a section for fill-in-the-blanks to match the picture.

Summative Assessment

Measure proficiency with major concepts, skills, and applications against standards over time with summative assessments. These assessments include a variety of technology-enhanced items found on annual state tests, including fill-in-the-blank, short answer, multiple-choice, and constructed response. All assessments are designed for use formatively, but they may also be used as summative assessments at the teachers' discretion.



Module Assessments evaluate student proficiency with the major concepts, skills, and applications at the end of each module.

- Choice of 2 analogous versions per module
- Administered interview-style for transitional kindergarten and kindergarten
- Available in the *Teach* book and for download for Grades 1–Algebra I
- Available to take digitally for Grades 1–Algebra I
- Available in Spanish

EUREKA MATH² California Edition 4 • MS • Module Assessment 1

Module Assessment Name _____ Date _____

1. Complete each equation.

$\frac{2}{10} = \frac{\square}{100}$ $\frac{5}{10} = \frac{\square}{100}$

2. Add.

$\frac{4}{10} + \frac{13}{100} = \underline{\hspace{2cm}}$ $\frac{63}{100} + \frac{8}{10} = \underline{\hspace{2cm}}$ $2\frac{15}{100} + 3 = \underline{\hspace{2cm}}$

3. Think about the decimal numbers 0.4 and 0.25.

Part A
Use >, =, or < to compare the decimal numbers.
0.4 0.25

Part B
Plot and label 0.4 and 0.25 on the number line to justify your answer to part A.

0
0
1

© 2006 Great Minds[®] PSC This page may be reproduced for classroom use only.

4 • MS • Module Assessment 1 EUREKA MATH² California Edition

4. Match each area model with the fraction and decimal number the shaded part represents. Write one value from the given answer choices in each box. Each large square represents 1.

Area Model	Fraction	Decimal Number

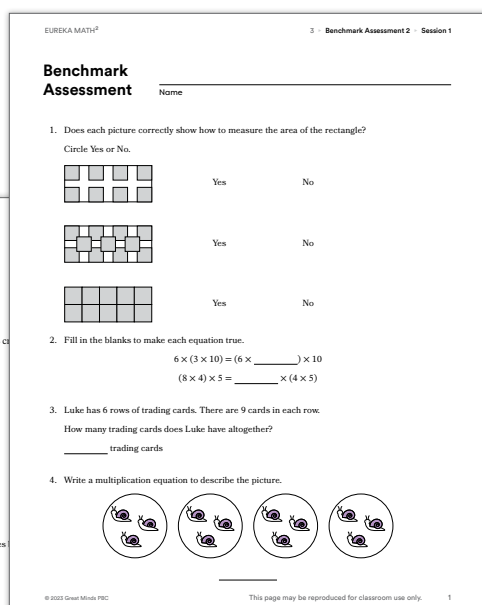
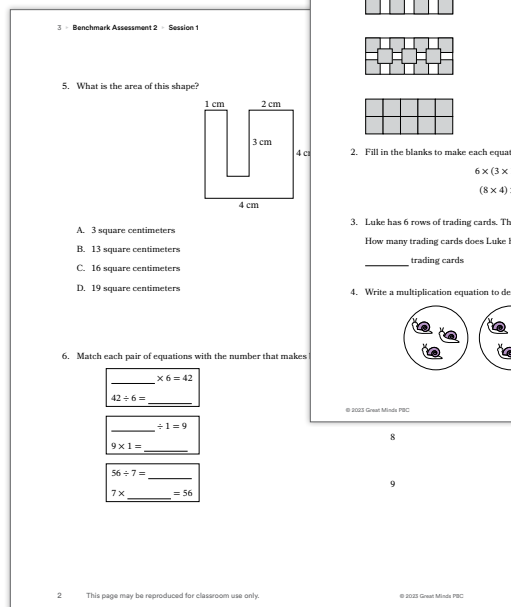
Answer Choices

$\frac{6}{1}$	$\frac{6}{10}$	$\frac{6}{100}$	$\frac{19}{10}$	$\frac{19}{20}$	$\frac{19}{100}$
0.06	0.6	6.0	0.19	1.9	19.0

5. Write each fraction in decimal form.

$\frac{4}{10} = \underline{\hspace{2cm}}$ $\frac{24}{100} = \underline{\hspace{2cm}}$ $\frac{5}{100} = \underline{\hspace{2cm}}$

204 This page may be reproduced for classroom use only. © 2006 Great Minds[®] PSC



Benchmark Assessments assess student proficiency with math skills and concepts from the previous modules to review skills that reflect the major work of the grade.

- Administered 3 times per year to assess cumulative learning
- Available for download in Grade 1–Algebra I
- Available to take digitally in Grade 3–Algebra I
- Available in Spanish

Performance Tasks are activities that assess students on content and practice standards by asking them to apply their understanding and skills to solve knowledge-rich context problems. These activities emphasize real-world application, problem-solving skills, and critical thinking, allowing teachers to evaluate how students apply their knowledge in various contexts.

- Leverages mathematical practices
- Suggests next steps in student learning based on responses
- 6 tasks per grade
- Available for download in the digital platform
- Available in Spanish

Name _____

Board Game Design

Sal makes a game in which players must find a path from start to finish that totals 100.

To play the game, follow these rules:

- Start at any number in the bottom row.
- Move up a row and select a number in that row.
- Keep moving up rows and selecting numbers until you have reached the top row and you have a total of 100.

Use each game board to find a different path that totals 100. The first one is started for you.

Show and tell how you know.

FINISH		
17	21	28
29	33	32
38	27	24
12	16	23
START		

FINISH		
17	21	28
29	33	32
38	27	24
12	16	23
START		

FINISH		
17	21	28
29	33	32
38	27	24
12	16	23
START		

PERFORMANCE ASSESSMENT | © 2020 Great Minds PBC 2 | Board Game Design 1

Outcome-Focused Intervention Support with *Math Catalyst*

Math Catalyst delivers targeted intervention supports that reinforce and extend *Eureka Math² California* learning. Spanning seven strands, *Math Catalyst* supports students in building proficiency that aligns with K–5 standards and closing gaps while staying connected to grade-level learning.

Components

Concepts are organized into progressions within each strand. Every concept includes ready-to-use components that work seamlessly in teacher-led small-group direct instruction, learning centers, or independent and collaborative stations. These components include all student materials in Spanish.

Concept Guide	Includes preparation material, student misconceptions, language supports, and family support	
Progress Check	Measures student proficiency to guide instructional decisions	
Concept Mini Lessons	Provides small-group instruction on 76 concepts across nearly 300 mini lessons	
Practice	Provides spaced retrieval, repetition, and spiral review opportunities	
Application	Provides opportunities for extension and building fluency and automaticity	

Two Student Rotations

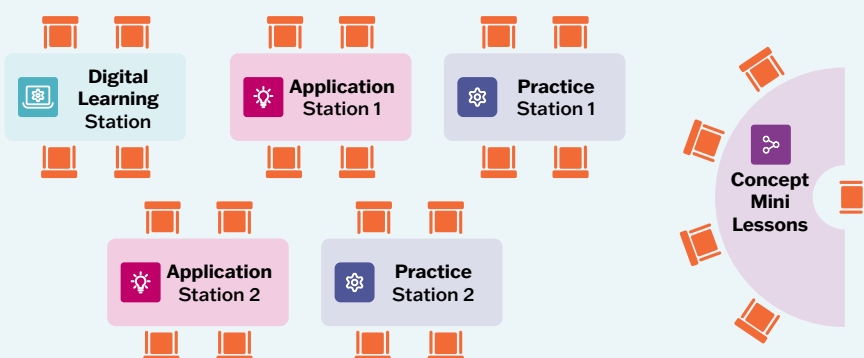


Independent, Small-Group, Centers, Partner, or Group Work

- Application

Teacher Facilitated

- Concept Mini Lessons
- Progress Check



Math Catalyst Seven Strands

Math Catalyst content is arranged into seven strands. Teachers have access to all content and can leverage it from any grade to meet their students' needs.

Strand	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Early Numeracy								
Place Value								
Addition								
Subtraction								
Multiplication								
Division								
Fractions as Numbers								

 Address on-level practice, remediation, and advanced learning
 Address learning gaps in any grade

Collecting Assessment Data with *Math Catalyst*

Assessments within *Math Catalyst* Concept Mini Lessons provide regular checkpoints for students to show their understanding and for teachers to determine the next steps in students' learning pathway. These assessments empower students to take ownership of their progress, engage in self-reflection, analyze mistakes, and celebrate their success.

Analyze Student Progress

Each Concept Mini Lesson includes Analyze Student Progress questions and prompts, helping teachers quickly gauge understanding and plan effective small-group activities.

Objective 1 | Break apart and add like units.
10 MINUTES

Analyze Student Progress

Monitor:

- Can the student decompose the addends into tens and ones in standard form and unit form?
- Does the student add tens to tens and then ones to ones?
- Can the student recognize the expanded form of the number, write it in standard form, and recognize it as the total?

Questions to Advance Student Thinking:

- What is the number in unit form? What is the number in expanded form?
- How can you decompose the addends into tens and ones?
- How does breaking apart numbers and adding like units help you add two-digit numbers?

Plan Future Practice:

Use Practice Page 1 to support students who need additional practice. Structure the additional practice strategically to allow for teacher support or peer support. Consider providing the Objective 1 Practice Helper and supporting students in using the worked-out example to guide their own work.

Notes

Progress Check Tool

The Progress Check Tool assesses proficiency with the skills and concepts aligned with each Mini Lesson objective. They can be used before, during, or after direct instruction.

NAME _____ DATE _____

Progress Check Tool | Locate Numbers on a Number Line

1 Complete the number line to show the number between two tens.

54

←————→

2 Complete the number line to show the number between two hundreds.

685

←————→

MATH CATALYST | © 2020 Great Minds[®]
This page may be reproduced for classroom use only.
Progress Check | Student Page 3

Observational Data Recording Sheets

An Observational Data Recording Sheet is provided for every concept. This versatile tool can be used to record student performance on any *Math Catalyst* component.

Learning Strategies

Strengthen problem-solving habits with the Read-Draw-Write Tool. It includes visual prompts and guiding questions to remind students how they can build their confidence to strategically approach problems.

Read-Draw-Write Tool



Read

- Read the problem.
- Ask, "What can I draw?"



Draw

- Draw to show the problem.
- Label your drawing.
- Ask, "What does my drawing show me?"



Write

- Write number sentence.
- Solve.
- Write a statement to answer the question.

Targeted Intervention, Practice, and Application

Math Catalyst strengthens *Eureka Math² California* outcomes by providing teacher-led Tier 2 and Tier 3 intervention, aligned games, activities, and practice that bridge connections while giving students opportunities for collaboration and fluency.



Concept Mini Lessons

Teachers can use their center time to address learning gaps and misconceptions with 10-minute, targeted Concept Mini Lessons that can be delivered for individual, small-group, or learning center Tier 2 and Tier 3 intervention.

Practice Stations

These stations provide multiple practice pages per concept that are sequenced from simple to complex for differentiation. These tiered practice pages include Practice Helpers, which provide students with support during their independent work.

NAME _____
DATE _____

Practice Page 1

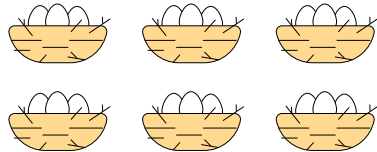
Represent multiplication facts with equal groups.

Circle and count equal groups. Count and label how many are in each group. Fill in the blanks.

1 There are _____ groups of eggs.

There are _____ eggs in each group.

There is a total of _____ eggs.



Number of groups

×

Number in each group

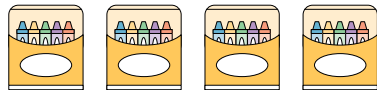
=

Total

2 There are _____ groups of crayons.

There are _____ crayons in each group.

There is a total of _____ crayons.



Number of groups

×

Number in each group

=

Total

MATH CATALYST | © 2025 Great Minds PBC
This page may be reproduced for classroom use only.
Practice | Student Page **4**

Application Stations

These stations provide meaningful on-level and extension opportunities by using Application activities as independent or collaborative work. Application stations create opportunities for students to communicate mathematically and engage in self-directed learning.

Students can engage in multiple types of problem-solving experiences, such as the following:

Solve a Problem

Application | Solve a Problem

Word Problem Cards

- Ms. Bell partitions a board into equal parts, as shown. What are the parts of the board called? 
- Mr. Hall splits a dog treat into equal parts for his dogs, as shown. What are the parts of the dog treat called? 
- Kate cuts a pie into equal parts, as shown. What are the parts of the pie called? 

MATH CATALYST | © 2025 Great Minds PBC Application | Teacher Guide 4

Play a Game

Application | Play a Game

Game Instruction Card

Multiplication Top It

What You Need

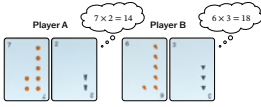
- Eureka Math² cards (or a standard deck of playing cards) with the J, Q, K, and joker cards removed. Aces can represent 1.
- Square inch tiles (optional)
- Grid paper (optional)

How to Play

- Mix up the cards. Deal the same number of cards to each player. Put the cards into a stack facedown.
- At the same time as the other player, turn over 2 cards.
- Multiply the numbers. Say the product.
- If you have the greater product, take all the cards. Put them at the bottom of your stack.
- If the products are equal, it is time to Top It! Play another round. The player with the greater product takes the cards from both rounds.

How to Win

The player with the most cards at the end of the game wins.



MATH CATALYST | © 2025 Great Minds PBC This page may be reproduced for classroom use only. Application | Student Page 7

Study a Solution

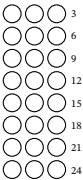
NAME _____ DATE _____

Application | Study a Solution

David solved the problem below. Read the problem and look at David's work. Then answer the questions.

The nature center has 8 fish tanks. There are 3 fish in each tank. How many fish does the nature center have?

David's Work



 3
6
9
12
15
18
21
24

The nature center has 24 fish.

- How is the known information in the problem represented?
- How is the unknown information in the problem represented?
- How does the drawing help you see a solution path for finding the unknown?
- Does the statement answer the question? How do you know?

MATH CATALYST | © 2025 Great Minds PBC This page may be reproduced for classroom use only. Application | Student Page 8

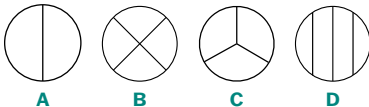
Solve a Task

NAME _____ DATE _____

Application | Solve a Task

Pizza Shop

Pam works at a pizza shop. The menu shows different ways Pam can cut a pizza.



A B C D

- Hope wants a pizza cut into halves. Which pizza should Hope order?

MATH CATALYST | © 2025 Great Minds PBC This page may be reproduced for classroom use only. Application | Student Page 13

Math Catalyst Strand by Grade

Scope and Sequence for *Eureka Math*² California

Math Catalyst provides a mathematical progression of concepts not bounded by the constraints of grade-level standards. The Concepts and objectives within each strand build upon each other to form a ladder of mathematical understanding. The objectives within each Concept can be used to find a student’s last secure rung on that ladder where their knowledge is sturdy enough to stand on. Equipped with student data that can help inform decisions, teachers can move among the objectives in a strand independent of grade level to find the most useful support for meeting individual student’s needs so that they can continue to climb.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Early Numeracy	Perceptual Subitizing Within 5 <i>Supports addition within 5*</i> Verbal and Object Counting to 5 <i>M1: Topics A, B, C</i> Verbal and Object Counting to 10 <i>M1: Topics B, C</i> Verbal and Object Counting to 20 <i>M6: Topic A</i> Number Symbols to 10 <i>M1: Topics A, B, D, E</i> Number Symbols to 20 <i>M6: Topics A, B</i>	Conceptual Subitizing Within 10 <i>Supports addition within 10*</i>				



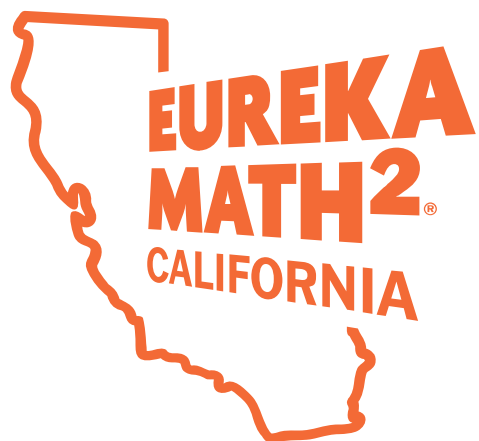
* Concepts not explicitly aligned to particular lessons in *Eureka Math*² California but develop knowledge to support required content.



	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Place Value	Compose, Decompose, and Represent Teen Numbers <i>M6: Topics A, B</i>	Compose, Decompose, and Represent Numbers to 120 <i>M3: Topic D</i> <i>M5: Topics A, B</i> Compare and Order Numbers to 120 <i>M1: Topic A</i> <i>M5: Topic B</i>	Compose, Decompose, and Represent Numbers to 1,000 <i>M1: Topics E, F, G and H</i> Compare and Order Numbers to 1,000 <i>M1: Topic I</i> Locate Numbers on a Number Line <i>M1: Topic D</i>	Compose, Decompose, and Represent Numbers to 100,000 <i>Supports place value understanding*</i> Compare and Order Numbers to 100,000 <i>Supports place value understanding*</i> Round to the Nearest Ten and Hundred <i>M2: Topic B</i>	Compose, Decompose, and Represent Multi-Digit Numbers <i>M1: Topic B</i> Compose, Decompose, and Represent Decimals to Hundredths <i>M5: Topics A, B</i>	Compose, Decompose, and Represent Decimals to Thousandths <i>M4: Topic A</i> Compare and Order Decimals to Thousandths <i>M4: Topic A</i> Round Decimals to Tenths or Hundredths <i>M4: Topic A</i>
Addition	Composition and Decomposition Within 10 <i>M4: Topic B</i> <i>M5: Topics A, C</i> Count All to Add Within 10 <i>M4: Topics A, B, C</i> <i>M5: Topics A, C</i>	Compose 10 <i>M1: Topics B, C</i> Count On to Add Within 10 <i>M1: Topics B, C</i> Understand Equality <i>M1: Topic D</i> <i>M5: Topic E</i> Add Within 20 <i>M1: Topics B, C, D</i> <i>M2: Topics A, B, C</i> Add Within 100 by Using Mental Strategies <i>M5: Topics C, D, E</i> <i>M6: Topic F</i>	Add Within 100 with and Without Making New Tens <i>M2: Topics A, B</i> Add Within 1,000 by Using Mental Strategies <i>M2: Topics A, B</i> <i>M4: Topics A, B, D</i> Add Within 1,000 with Regrouping <i>M4: Topics B, E</i>	Solve One-Step and Multi-Step Word Problems Involving Addition <i>M2: Topic D</i> <i>M3: Topic C</i>	Add Whole Numbers Within 1,000,000 <i>M4: Topic D</i> Add Fractions with Like Denominators <i>M4: Topics A, D, E</i>	Add Decimals to the Hundredths <i>M4: Topic B</i> Add Fractions with Unlike Denominators <i>M2: Topic B</i> Add Mixed Numbers <i>M2: Topic C</i>

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Subtraction	Take Away to Subtract Within 10 <i>M5: Topics B, C</i>	Count On to Find the Unknown Addend Within 10 <i>M2: Topic D</i> Subtract Within 20 <i>M2: Topics A, D</i> <i>M3: Topics D, E</i>	Subtract Within 100 by Using Mental Strategies <i>M2: Topics C, D</i> Subtract Within 1,000 by Using Mental Strategies <i>M2: Topic C</i> <i>M4: Topic A, C</i> Subtract Within 1,000 with Regrouping <i>M4: Topics D, E</i>	Solve One-Step and Multi-Step Word Problems Involving Addition and Subtraction <i>M2: Topic D</i> <i>M3: Topic C</i>	Subtract with Regrouping in Multiple Places to 1,000,000 <i>M1: Topic D</i> Subtract Fractions with Like Denominators <i>M4: Topic D, E</i>	Subtract Decimals to the Hundredths <i>M4: Topic B</i> Subtract Fractions with Unlike Denominators <i>M2: Topic B</i> Subtract Mixed Numbers <i>M2: Topic C</i>
Multiplication			Represent Contextual Multiplication <i>M6: Topics B, C</i>	Representations of Multiplication <i>M1: Topics A, C, E</i> Relate Multiplication to Area <i>M4: Topic A, B, C</i> Applications of Multiplication and Area <i>M4: Topic D</i>	Multiplication as Multiplicative Comparison <i>M1: Topic A</i> Multiplication of Two-Digit Numbers by One-Digit Numbers <i>M2: Topics A, B</i> Multiplication of Multi-Digit Numbers by One-Digit Numbers <i>M3: Topics A, C</i> Multiplication of Two-Digit Numbers by Two-Digit Numbers <i>M3: Topic D</i>	Multiplication of Multi-Digit Numbers by Multi-Digit Numbers <i>M1: Topic B</i> Representing Multiplication of Decimals by Whole Numbers <i>M4: Topic C</i> Multiplication of Decimals by Decimals <i>M4: Topic C</i> Multiplication of Whole Numbers and Fractions <i>M3: Topic A</i>
Division			Represent Contextual Division <i>M6: Topics B, C</i>	Understand Division Concepts <i>M1: Topics B, D, E</i> Relate Multiplication and Division <i>M1: Topics B, D</i> <i>M3: Topics A, B</i>	Divide Multi-Digit Numbers by One-Digit Numbers <i>M2: Topics A, C</i> <i>M3: Topic B</i> Divide Multi-Digit Numbers by One-Digit Numbers with Remainders <i>M3: Topic F</i>	Divide Multi-Digit Numbers by Two-Digit Numbers <i>M1: Topic C</i> Divide Decimals by Two-Digit Numbers <i>M4: Topic D</i> Divide with Unit Fractions and Whole Numbers <i>M3: Topic C</i>
Fractions as Numbers			Partition Objects into Halves, Thirds, and Fourths <i>M3: Topic C</i>	Representations of Unit Fractions <i>M5: Topics A, B</i> Representations of Non-Unit Fractions <i>M5: Topic C</i> Identify and Represent Equivalent Fractions Less Than or Equal to 1 with Units Halves, Fourths, Eighths, Thirds, and Sixths <i>M5: Topics C, E</i> Compare Fractions with the Same Numerator or Denominator <i>M5: Topics B, D</i>	Represent and Generate Equivalent Fractions Less Than or Equal to 1 <i>M4: Topics A, B</i> Represent and Generate Equivalent Fractions Greater Than 1 <i>M4: Topic B</i>	





To learn more visit
greatminds.org/math/eurekamathsquared/california

